# TCORE 123D: Introduction to Social Sciences (History Methods)

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Office: MDS 310D

Office Hours: 12:30 to 1:30 p.m. T/Th

This syllabus is subject to change at the instructor's discretion; the class will be notified of significant changes.

## Purpose

The primary purpose of this class is to familiarize students with history methods, writing, and research with a specific goal in preparing future history and social sciences majors for upper division courses such as THIST 380 History Methods and the History Capstone Senior Paper. Non-majors are welcome as well and should expect to learn how to research and begin a research paper using history methods.

To achieve these goals, students will formulate, research, and begin preliminary writing on a topic agreed upon by the student and the instructor, based in the instructor’s area(s) of expertise or the course theme. **For Spring 2018, students will pick a topic in focused on World War II (1936-1945). This topic can be military, political, social or cultural history.**

To write a history research paper, students must become acquainted with finding a research topic and formulating research questions and later a thesis, historiography, finding and using primary, secondary, and tertiary sources, Chicago/Turabian style, and history writing styles and methods.

## Student Learning Outcomes

After this class, students be able to use primary sources to construct arguments about historical topics.  During this class, students will have gained practice in working with primary and secondary sources, individually and in groups, interpretive skills, and writing skills.

Details on my expectations and UWT student affairs and services can be found on the course Canvas page.

## Assignments

All assignments must be:

Written and formatted in **Microsoft Word**. (If you do not have Word, you can download it for free from UW <https://itconnect.uw.edu/wares/acquiring-software-and-hardware/> )

If you need assistance using word go to: <https://support.office.com/> Training; the UWT Teaching and Learning Center; or ask me.

* Typed
* Doubled Spaced
* In 12 size Times New Roman Font
* Be formatted according to *Chicago Rampolla, Pocket Guide (page numbers, margins, citations, etc.)*
* Use **notes/bibliography** Chicago style citation style[[1]](#footnote-1)
* Follow the history faculty’s writing rubric

## History writing rubric (based on the history department’s rubric for students)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | B | C | D | F |
| Polished and concise English proseStrong and clear thesis statementNarrative clearly connects to thesis statementClearly organized paragraphs with lead sentences and clear transitionsStrong and clear conclusion. Student acknowledges and qualifies sourcesSpelling, punctuation and style are impeccable. | Thesis, prose, paragraph construction, punctuation, spelling, and analysis are good, but not excellent. Student shows some lack of clarity in thesis and minor writing and stylistic mistakes.*In other words, lacks some of the polish of an A paper.* | Thesis, prose, paragraph construction, punctuation, spelling, and analysis are passable, but not excellent or good. Essays reflect recurrent lack of clarity in thesis and writing and stylistic mistakes.*Does not meet standards for a B paper.* | Thesis, prose, paragraph construction, punctuation, spelling, and analysis are weak and barely passing. Essays contain numerous writing and stylistic mistakes.*Does not meet the standards for a C paper.* | Assignment is not completed, *or the writing, analysis, and style do not meet the standards for a D paper* and/orPaper is egregiously lateand/orPaper contains plagiarism. |

## Required Texts:

Rampolla, *A Pocket Guide to Writing in History* (9e)

Arnold *History, Very Short Intro*

Required Hardware

 A laptop, which you should bring to class as required (see syllabus schedule). If you do not own a laptop you may borrow one from the [UWT library](http://www.tacoma.uw.edu/learning-research-commons/what-equipment-software-services-are-available-learning-research-commons) or from IT [LAWritingProject.Edited.docx](file:///C%3A%5CUsers%5CLibi%5CDesktop%5CTHIST%20101%5CLAWritingProject.Edited.docx)

## Required Software

**Microsoft Word** (If you do not have Word, you can download it for free from UW <https://itconnect.uw.edu/wares/acquiring-software-and-hardware/> )

If you need assistance using Word go to: <https://support.office.com/> Training; the UWT Teaching and Learning Center; or ask me.

## Recommended Software

[Refworks](http://guides.lib.uw.edu/tacoma/refworks) (includes tutorials) (on UWT library website)

## Recommended Texts/Media

Brundage, Anthony. *Going to the Sources: A Guide to Historical Research and Writing.* Wiley-Blackwell, (most recent edition).

Cronon, William, “Learning Historical Research: A Primer for . . . Historians and Others.” <http://www.williamcronon.net/researching/>

Dougherty, Jack, and Nawrotzki, Kristen. *Writing History in the Digital Age*. Digital Humanities (Ann Arbor, Mich.). Ann Arbor: University of Michigan Press, 2013.

Iggers, George G., Q. Edward Wang and Supriya Mukherjee. *A Global History of Modern Historiography*. Pearson Education, (most recent edition).

Keilback, Judith. “Photographs: reading the image for history,” in Partner, Nancy F., and Foot, Sarah. *The SAGE Handbook of Historical Theory*. Los Angeles: SAGE, 2013.

Salevouris, Michael J. and Conal Furay, *The Methods and Skills of History: A Practical Guide*. Wiley-Blackwell, (most recent edition).

Turabian, Kate L. *A Rampolla, Pocket Guide of Term Papers, Theses, and Dissertations*. Most recent edition.

UWT Library Repository. <https://canvas.uw.edu/courses/1013901>.

COURSE SCHEDULE BELOW

 (Subject to change as necessary; you will be informed asap of any significant changes to the course.)

**NOTE: Most days we meet in TLB 109, but we will meet in JOY 205 (computer classroom) 4/12, 4/17, 4/19, 4/24, 4/26, 5/1 and 5/8 at 8am-10:05am.**

## Week 1 3/26

READ THIS WEEK

Rampolla, *Pocket Guide,* Chapter 1

Arnold*, History,* Chapter 1

TIntroduction to History and History Methods and this course

TH Intro to the Teaching and Learning Center and Microsoft Word (using references, etc.) with Margaret Lundberg; Campus resources for research, writing, and technology (on-campus tour)

## Week 2 4/2

READ THIS WEEK

Rampolla, A Pocket Guide, Chapters 6 and 7

Read Big Era 8: A Half Century of Crisis 1900-1950 CE <http://worldhistoryforusall.ss.ucla.edu/eras/era8.php>

TIntro to Chicago style (overview)

Bring your *Pocket Guide*

**Th** Intro to World War II history

## Week 3 4/9

READ THIS WEEK

Rampolla, A Pocket Guide, Chapters 6 and 7

Arnold, History, Chapter 2

“What is World History?” @ <https://www.thewha.org/about/what-is-world-history/>

T:Intro to Chicago style (Bring your *Rampolla, Pocket Guide*)

Lecture: Intro to World History

**TH: MEET IN COMPUTER CLASSROOM JOY 205**

**Guest from Global Honors**

 **Selected library modules under**

**“First Year Writing (TCORE 101 & TWRT 120-121)”**

[**Part 1: The Role of Academic Libraries**](https://canvas.uw.edu/courses/1013901/modules/items/7762345)

[**The Role of Academic Libraries**](https://canvas.uw.edu/courses/1013901/modules/items/6265236)

[**UW Tacoma Library: Top 10**](https://canvas.uw.edu/courses/1013901/modules/items/6284464)

[**Using the UW Tacoma Library Webpage**](https://canvas.uw.edu/courses/1013901/modules/items/6265847)

[**Subject Guides and Subject Librarians**](https://canvas.uw.edu/courses/1013901/modules/items/6265848)

[**Part 3: Using Databases**](https://canvas.uw.edu/courses/1013901/modules/items/7764835)

[**UW Libraries Search and Database Searches**](https://canvas.uw.edu/courses/1013901/modules/items/7746207)

[**Sample Database: Academic Search Complete**](https://canvas.uw.edu/courses/1013901/modules/items/7746497)

[**Activity: Find a Library Resource**](https://canvas.uw.edu/courses/1013901/modules/items/7757586)

[**Part 4: Resource Evaluation**](https://canvas.uw.edu/courses/1013901/modules/items/7764879)

[**Quick Introduction to Evaluating Sources: Appropriate Sources for Academic Work**](https://canvas.uw.edu/courses/1013901/modules/items/7746594)

[**FYW: Article Evaluation**](https://canvas.uw.edu/courses/1013901/modules/items/7774375)

**Start preliminary work on choosing a research topic**

**HOMEWORK: *A Pocket Guide Quiz* (online)**

## Week 4 4/16

READ THIS WEEK Rampolla, *Pocket Guide,* Chapter 2

Arnold, History, Chapter 3

“Britain’s Black History has been Shamefully Whitewashed” <https://www.spectator.co.uk/2017/01/britains-black-history-has-been-shamefully-whitewashed/>

T **MEET IN COMPUTER CLASSROOM JOY 205**

Databases, library tutorials (Lecture by Suzanne Klinger @ 8:30 am)

* + - Library Unit:  What is a database? Historical Abstracts, JSTOR, and Google Scholar? Does it matter what I use?
			* Using preliminary topic ideas to develop keyword searches for books/peer reviewed articles
			* Begin to evaluate resources and start to review bibliographies for primary and secondary sources
			* Outcome: Students search for articles in peer reviewed journals and select at least two that interest them.  These could be in related areas or different areas that might interest them for a topic.
			* (Database Worksheet I)

TH **MEET IN COMPUTER CLASSROOM**

Lecture: Intro to British and British Empire history

Complete library modules: “Research Topics, Research Questions, and Thesis Statements” and “UW Library Search”

## Week 5 4/23

READ THIS WEEK

Rampolla, Pocket Guide, Chapter 3 and 4

Arnold, History, Chapter 4

### Prologue of Crosby’s *Ecological Imperialism*, <https://alliance-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=CP71261915570001451&context=L&vid=UW&search_scope=all&tab=default_tab&lang=en_US>

T **MEET IN COMPUTER CLASSROOM JOY 205**

Picking a topic: Asking a “research question”; So what? Is it viable? (Suzanne Klinger @ 8:30 am)

Searching for secondary sources: review of course site; library tutorials:

* + - Library Unit: Using library resources to develop and refine a topic
			* Advanced keyword/subject searching in databases to focus/narrow a topic (or broaden if necessary)
			* More on tracking down citations – secondary and primary -- from a bibliography of one of the resources located in the previous section
			* Outcomes:
				+ students expand list or resources based on more advanced and targeted searching
				+ students consider how to “read” for the ways in which articles/books exist in a web of other historical studies
			* Database Assignment II: find at least two new sources on your WWII topic (peer reviewed journal article or book (online or in the UWT library); perform C.R.A.P test; and mine their bibliographies for other sources of interest.)

TH **MEET IN COMPUTER CLASSROOM JOY 205**

Intro to Modern Europe

Complete library modules on Primary Sources (for Humanities Disciplines)

## Week 6 4/30

READ THIS WEEK

Rampolla, Pocket Guide, Chapter 3 and 4

Arnold, History, Chapter 5

T **MEET IN COMPUTER CLASSROOM JOY 205**

Research: Primary sources -- connections to the question of viability of topic (Lecture by Suzanne Klinger, @ 8:30 a.m.).

* + - Library Unit: Searching for Primary Sources
			* Identifying what types of primary sources will work for a given topic
			* Locating primary sources via databases and/or archival collections
			* Discuss the need to re-think topics if primary sources are not available or accessible
			* Primary source collection

TH: Keeping track of sources: Intro to RefWorks

How to write formal annotations

Intro to primary source project

What is historiography and how do I write an historiographical essay (aka literature review)? **In -class reading:** [Learning to Do Historical Research: A Primer
Positioning Your Argument in a Wider Literature](http://www.williamcronon.net/researching/positioning.htm) **(click link)**

**HOMEWORK: Create a RefWorks account and enter you sources from this class to your RefWorks account**

## Week 7 5/7

READ THIS WEEK

*Rampolla, Pocket Guide,* Review Chapters 5 and 6

*Arnold, History,* Chapter 6

T Writing a history paper: parts of a paper; formatting ([history major standards](https://www.tacoma.uw.edu/sites/default/files/sections/InterdisciplinaryArtsandSciences/documents/general_docs/150914_SHS_HistorySeniorPaperGuide.pdf)) and formatting guide for this course’s paper proposal assignment. Start writing/revising proposal.

TH Bring a laptop and a hard and/or electronic copy of your draft paper proposal and annotated bibliography. Peer reviews.

## Week 8 5/14

READ THIS WEEK

Arnold, *History*, Chapter 7

T Doing Local History: Guest lecturer: Kim Davenport, Director, Tacoma Historical Society, UWT lecturer, and author of *The Tacoma Theater: The Finest Temple on the Coast*, COLUMBIA, the magazine of the Washington State Historical Society, Spring 2016 and *Tacoma’s Theater District*. Arcadia Publishing, 2015. Assignment: The “hidden” history of UWT: self-guided field trip with worksheet.

**Th** Visit either the [Tacoma Historical Society](https://www.tacomahistory.org/exhibit-shutterbugs) or Tacoma Public Library Northwest Room. **This is a required self-guided field trip**. **Check when the Society and/or Library are open before attending!**

Assignment: Tacoma Historical Society: Write a review of the current exhibit. [Tacoma Public Library Northwest Room](https://www.tacomalibrary.org/locations/1/): find a primary source held in the Northwest Room. The public librarian can help you find something. Take a picture of it (if that is allowed—ask first)—and write a description of the primary source. Assignment details on Canvas.

## Week 9 5/21

READ THIS WEEK

Pick one of the following UWT senior history papers on local topics:

* + [The Integrated Alien: Chinese in the American West and Their Political and Legal Responses to Mob Violence, 1885-1886.](https://digitalcommons.tacoma.uw.edu/history_theses/28), Gabriel Lanham
	+ [Finding Manilatown: The Search for Seattle’s Filipino American Community, 1898 – 2016](https://digitalcommons.tacoma.uw.edu/history_theses/24), John D. Nonato
	+ [Race, Labor, and Migration: The Legacy of the FEPC and Puget Sound Navy Yard](https://digitalcommons.tacoma.uw.edu/history_theses/18), Aaron Chapman
	+ [The City of Destiny’s Darkest Hour: Tacoma and the Depression of the 1890s](https://digitalcommons.tacoma.uw.edu/history_theses/21), Ian W. Clogston
	+ [A Massacre at China Point](https://digitalcommons.tacoma.uw.edu/history_theses/16), Michael P. Hartman
	+ [Divided They Fall: The Pacific Coast League’s Failed Attempt to Turn Major](https://digitalcommons.tacoma.uw.edu/history_theses/9), Sean Beireis
	+ [Fire and Gold Build Seattle](https://digitalcommons.tacoma.uw.edu/history_theses/5), Jeffery K. Blair
	+ [Wobblies in Washington: The Radicalism and Downfall of the IWW in the Northwest](https://digitalcommons.tacoma.uw.edu/history_theses/10), Zachary A. Smith
	+ [Creating Spaces for Salmon: How Dams and Eurocentric Resource Management Techniques Destroy Salmon and Culture](https://digitalcommons.tacoma.uw.edu/history_theses/14), Jordan L. Woolston
	+ [Face Down In The Wishkah](https://digitalcommons.tacoma.uw.edu/history_theses/3), Andrew Osborn

**Tu** **NO CLASS:** **Today you should visit the TLC writing tutors and work on your final paper proposal**

TH **MEET IN COMPUTER CLASSROOM JOY 205**

Using Archives (Suzanne Klinger @ 8:30 a.m.)

## Week 10 5/28

### **FIELD TRIPS!**

T [Washington State Historical Society](http://www.washingtonhistory.org/research/research-center/directions/): Archives and artifacts with Archivists Lynn & Ed

Meet me at the historical society at 8:30 a.m. for a behind-the-scenes tour (required)

TH EXTRA CREDIT SELF-GUIDED TOUR: Washington State History Museum: visit one of two exhibits and write a review:

1. [*TOYTOPIA*](http://www.washingtonhistory.org/visit/wshm/exhibits)

“**What was your favorite childhood toy? A jump rope, a board game, or Space Invaders? Or was it an Easy Bake Oven or a Slinky? You’re sure to find your favorite toys in *TOYTOPIA*, opening February 16 and running through June 10, 2018. This exhibition is huge, both in terms of layout and contents. The museum’s expansive fifth floor galleries will become a magical land of big toys where you can play all day with the world’s largest Etch A Sketch, a life-size doll house, a human-scale Monopoly car, and much more.”**

**“‘Our goal was to capture the essence of childhood wonder; that dream of being in a world of toys,’ explained Troy Carlson, owner of Stage Nine Entertainment Group who created the exhibition.”**

1. ***[Washington: My Home](http://www.washingtonhistory.org/visit/wshm/exhibits)***

“New permanent exhibition in the Great Hall of Washington History

“It has rained nearly every day since I have been here and yet I like it,” Anaximander Tutton wrote to his family in South Dakota shortly after his arrival in Washington. His story and those of many others are part of Washington: My Home, the new exhibit in the Great Hall of Washington History. Through oral histories and artifacts, visitors can explore migration and immigration through the experiences of diverse individuals who, over time, have come to live in Washington.

Visitors first glimpse the Arrival Windows, illuminating images of people who call Washington home. Below the windows are artifacts and stories of dramatic journeys, arrival, and belonging. These accounts range from the 1840s with the first African American family to arrive in Washington Territory to 2015 when the first family of Syrian refugees settled in Seattle, with many others in between.”

## Finals week

Final research paper proposal; full bibliography of primary and secondary sources; see *writing rubric* for guidance; upload to Canvas. DUE Tuesday, June 5.

1. **Notes** and **Bibliography style** is preferred by most historians. **Citations** are provided in **footnotes** *and* a **bibliography**. See Rampolla, *Pocket Guide*. [↑](#footnote-ref-1)